

# PAPER A

## **CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL – 19 NOVEMBER 2012**

### **PRIMARY SCHOOL SECTOR PERFORMANCE - OFSTED INSPECTION REPORTS**

The inspection judgements and key findings from the most recent Ofsted inspections are attached for each school invited to attend the meeting. The full inspection reports are available on the Ofsted website via the links shown below:

- Gurnard Primary School – 23/24 May 2012 – Page 1 – 3  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118160>
- Haylands Primary School – 22/23 May 2012 – Page 4 – 6  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118168>
- Queensgate Foundation Primary School – 11/12 July 2012 – Page 7 – 9  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136008>
- Gatten and Lake Primary School – 11/12 July 2012 – Page 10 – 15  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118158>
- Medina House School – 26/27 September 2012 – Page 16 – 23  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118228>
- Shanklin C of E Primary School – 2/3 July 2012 – Page 24 – 26  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118189>

# Gurnard Primary School

## Inspection report

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<b>Unique reference number</b>	118160
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379553
<b>Inspection dates</b>	23–24 May 2012
<b>Lead inspector</b>	Eileen Chadwick

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Welsh
<b>Headteacher</b>	Elizabeth Jackson
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Baring Road Cowes PO31 8DS
<b>Telephone number</b>	01983 295713
<b>Fax number</b>	01983 298720
<b>Email address</b>	office@gurnardpr.iow.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 May 2012
<b>Inspection number</b>	379553

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is a very inclusive and harmonious community. It is a testament to the hard work of senior leaders, staff and governors that pupils have settled so quickly into their new school. The school is not yet outstanding because not enough teaching ensures all pupils make excellent progress.
- Pupils' achievement is good and, by the time pupils leave the school, their attainment is high in reading, writing and mathematics. Pupils make good progress overall and exceptional progress in reading. Slightly fewer reach higher levels in mathematics than do so in reading. A minority of pupils do not have multiplication facts at their finger tips, which limits their confidence when applying mental mathematics to problem solving.
- Teaching is good and sometimes outstanding. Teachers have good subject knowledge and expect much of their pupils. Lessons often ensure that learning moves along at brisk pace and activities are interesting. On a few occasions, activities are not consistently matched to pupils' abilities or teachers do not ensure pupils present their work neatly.
- Pupils behave well and have positive attitudes towards their work and each other. They know the school's expectations and most behave extremely well. High levels of care ensure pupils are kept and feel very safe. They are confident that any inappropriate behaviour will be dealt with swiftly and fairly. Their attendance is above average.
- The senior team provides a very clear vision for driving improvements that is shared by all staff. The leadership of teaching and the management of performance are strong and lead to well-targeted professional development. Subject leaders are often new to their roles and are not yet fully accountable for pupils' attainment and progress in their subjects. The curriculum provides many rich and memorable experiences.

## What does the school need to do to improve further?

- Raise attainment at higher levels in mathematics by:
  - consistently building pupils' mental mathematics skills so pupils can confidently and competently apply these to problem solving
  - raising attainment in calculation in Reception

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- ensuring pupils are clear about their targets in mathematics and what they need to do to improve.
- Accelerate progress and secure outstanding teaching overall by:
  - consistently teaching pupils to present their work neatly, especially in writing
  - ensuring teachers always make good use of assessment information to plan activities which are closely matched to pupils' levels of ability
  - developing the roles of subject leaders so they take a full part in, and are accountable for, raising achievement in their subjects.

# Haylands Primary School

## Inspection report

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<b>Unique reference number</b>	118168
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379555
<b>Inspection dates</b>	22–23 May 2012
<b>Lead inspector</b>	Michael Pye

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Evans
<b>Headteacher</b>	Stefan Hopper
<b>Date of previous school inspection</b>	3–4 May 2009
<b>School address</b>	Playstreet Lane Ryde PO33 3LJ
<b>Telephone number</b>	01983 563372
<b>Fax number</b>	01983 810704
<b>Email address</b>	admin@haylands.iow.sch.uk

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 May 2012
<b>Inspection number</b>	379555

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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. There is an improving picture, but it is not yet good because inconsistencies in the quality of teaching slow pupils' progress. There are areas for development in the extent to which teachers encourage pupils to learn a wider, deeper vocabulary and give opportunities for speaking and listening, and in leadership. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory, and their attainment is in line with expectations for pupils in Year 6. Where teaching is better, there is some good progress. Standards in reading are average by the end of Year 2 and Year 6.
- Teaching is satisfactory. There is an increasing number of good lessons where pupils' progress improves. Inconsistencies exist between teachers in how they use assessment information about pupils' progress to plan work that challenges pupils of different abilities, especially higher attainers, and in their review of lessons to clarify the next steps in learning. Similar inconsistencies exist in their continuous assessment of lessons and the use of consolidation periods to check on pupils' learning and to maintain challenge.
- The behaviour and safety of pupils are satisfactory. Pupils respond well in lessons.
- Leadership and management are satisfactory. Governors and the experienced headteacher are very committed to improvement and set challenging performance targets for teachers based on improving pupils' progress. The effective monitoring of teaching by a wide number of leaders has ensured that pupils benefit more consistently from better lessons. Similar progress has been made in improving attendance and reducing persistent absenteeism. Not all leaders have a sufficiently clear view of progress and attainment in their area of responsibility. Similarly, not all are adept enough at identifying benchmarks and success criteria in action planning against which success can be measured. The

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curriculum provides satisfactory opportunities to reinforce pupils' spiritual, moral, social and cultural development.

## What does the school need to do to improve further?

- Improve pupils' attainment and progress through eradicating the inconsistencies in teaching by ensuring that all teachers:
  - make full use of assessment information to plan work that challenges pupils of all abilities, particularly high attainers
  - carry out regular assessment during the lesson and include consolidation periods so that gaps in learning can be identified and appropriate action taken to ensure continuing challenge
  - review their lessons and clarify the next steps in pupils' learning.
- Raise attainment in writing through:
  - maximising opportunities to develop a richer vocabulary for pupils
  - providing more opportunities for pupils to write at length
  - building into lessons regular opportunities for pupils to discuss and give their views in more detail.
- Improve the skills of leaders and managers by:
  - ensuring that they all have a clearer view of the pupils' progress in their area of responsibility to identify more specifically strengths and areas for development
  - ensuring that in action planning they identify a clear starting point and success criteria against which progress and success can be measured.

# Queensgate Foundation Primary School

## Inspection report

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<b>Unique reference number</b>	136008
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	382004
<b>Inspection dates</b>	11–12 July 2012
<b>Lead inspector</b>	Michael Pye

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	364
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glen Jones
<b>Headteacher</b>	Samantha Sillito
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Beatrice Avenue East Cowes Isle of Wight PO32 6PA
<b>Telephone number</b>	01983 292872
<b>Email address</b>	admin@queensgatepri.iow.sch.uk

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	11–12 July 2012
<b>Inspection number</b>	382004

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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because there are inconsistencies in the quality of teaching. Also, there are elements of leadership and management that require further development.
- Pupils' achievement is good, and this includes those few pupils from minority ethnic backgrounds. From sometimes below expected starting points in communication skills, pupils make good progress in their reading.
- Teaching is good. Valuable feedback from senior leaders' use of a range of monitoring strategies, including lesson observations, has increased the proportion of good lessons. Some inconsistencies remain, especially around marking, and planning work for pupils of different ability. Teachers' expectations of the presentation of pupils' work are of an inconsistent standard.
- Behaviour and safety are good as are pupils' attitudes to learning. Pupils say they feel safe and enjoy their learning. One pupil echoed others' opinions when saying that 'Lessons are fun.'
- Good leadership and management have helped to ensure a smooth beginning for the school. One parent or carer wrote, 'The school has brought together two very different communities very successfully.' Very quickly a leadership team has been developed with responsibilities identified clearly and levels of accountability raised. The very experienced headteacher has overseen the improving profile of teaching, and has embedded monitoring and accurate self-assessment. In subjects other than English and mathematics the monitoring of pupils' achievement by subject and phase leaders is less well developed. Additionally, some of the phase and subject leaders' action plans insufficiently use measurable success criteria or show how their subject supports the priorities of the whole-school development plan. Governors, some of whom were involved in the original bid for school status, conduct regular monitoring of the school and effectively carry out their role.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## **What does the school need to do to improve further?**

- Improve the quality of teaching, so that inconsistencies between teachers are eliminated, by ensuring that:
  - marking clearly identifies to pupils how to improve their work and makes regular references to pupils' learning targets
  - teachers have high expectations of the quality of the presentation of pupils' work
  - teachers plan work that challenges pupils of different abilities.
  
- Extend the role of phase and subject leaders (other than English and mathematics) in order that they:
  - carry out rigorous monitoring of the attainment and progress of pupils, including pupil groups, across the school
  - develop action plans that have measurable criteria against which success can be measured, and that the plans show clearly how the subject supports the priorities of the whole-school development plan.

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13 July 2012

Mrs Margaret Henshaw  
The Headteacher  
Gatten and Lake Primary School  
Howard Road  
Shanklin  
Isle of Wight  
PO37 6HD

Dear Mrs Henshaw

**Special measures: monitoring inspection of Gatten and Lake Primary School**

Following my visit with Stephanie Matthews, Additional Inspector, to your school on 11 and 12 July 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for the Isle of Wight.

Yours sincerely

Christopher Russell  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2012**

- Raise pupils' achievement, especially in Years 3, 4 and 5, by:
  - improving pupils' spelling, grammar and punctuation
  - improving pupils' handwriting and presentation of work
  - improving pupils' ability to read and understand word problems in mathematics and their application of skills to solve these.
- Improve the quality of teaching, especially in Years 3, 4 and 5, by:
  - strengthening the quality of teachers' marking so that pupils understand how they can improve their learning
  - strengthening pupils' understanding of their individual targets for literacy and numeracy
  - making it clear what pupils are expected to achieve by the end of lessons.
- Ensure that pupils are confident that behaviour is dealt with consistently and fairly by all staff.
- Improve the effectiveness of leaders and managers by ensuring that leaders and the governing body monitor pupils' performance and the quality of teaching rigorously.

## **Special measures: monitoring of Gatten and Lake Primary School**

### **Report from the first monitoring inspection on 11 and 12 July 2012**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the Chair of the Governing Body, parent and community governors, local authority representatives and groups of pupils.

#### **Context**

The previous headteacher left the school just before the last section 5 inspection. Leadership is being provided by an experienced headteacher who has been contracted to work at the school for the foreseeable future. There have been a number of staffing changes and two teachers are leaving at the end of this term. All posts have been filled.

The governing body's delegated powers were suspended when the school was placed in special measures. A local authority officer is currently acting as the Chair of the Governing Body.

Following reorganisation by the local authority, the school is now an all-through primary school. The current Year 6 pupils are the first such group in the school.

#### **Achievement of pupils at the school**

Pupils are increasingly achieving more. Attainment levels are rising as pupils make better progress in lessons. Pupils made at least satisfactory progress in all the lessons seen during the inspection. They made good progress in a number of lessons. Pupils' spelling, punctuation, grammar, handwriting and presentation are improving.

The school's first cohort of Year 6 pupils took national tests in May. Unvalidated results compare favourably with those of other schools in the authority. This is also the case for the school's Year 2 national assessment results, which improved slightly this year.

Thorough systems are in place to track pupils' achievement. Pupils are assessed regularly and the resulting data are analysed carefully. This analysis shows that pupils across the school, including those in Years 3, 4, and 5, are increasingly making more secure progress. It also shows that patterns of progress are variable between year groups, subjects and groups of pupils. For example, pupils in a number of year groups made better progress in English this year than they did in mathematics. The headteacher is fully aware of this variability and is working to eliminate it.

Progress since the last section 5 inspection on the areas for improvement:

- raise achievement, especially in Years 3, 4 and 5 – satisfactory.

## **The quality of teaching**

Teaching is improving, although still variable in quality. Inadequate teaching is now much less common and a significant minority of teaching is good. Teaching was satisfactory or better in all the lessons seen during the inspection. Pupils recognise this improvement and say that lessons are now more varied and interesting.

Lesson planning has improved. English and mathematics lessons are typically well planned, although planning in other curriculum subjects is less secure. Teachers now commonly modify lesson activities for pupils of different ability. This is helping to ensure that everyone is challenged appropriately. However, pupils of different ability sometimes do exactly the same work, with some finding it too challenging and others finding it too easy. Another common feature of less-effective lessons is that they move too slowly; pupils therefore do not achieve as much as they could in the time available.

The school has established a list of common elements for all lessons. These include teachers sharing the aims of the lesson with the class and establishing success criteria to help pupils understand what they are trying to achieve. Teachers now regularly incorporate these elements into their lessons, although their full impact on learning is yet to be realised. For example, while teachers routinely share the lesson's aims with pupils, they often make little reference to them as the lesson progresses. Opportunities are therefore missed to help pupils to understand how much they have achieved.

Teachers' marking is improving. All teachers make use of 'two stars and a wish' when they mark pupils' work. They pick up weaknesses in spelling, punctuation, grammar, presentation and handwriting well. Marking, however, has three general weaknesses: often it does not relate to the lesson's aims; teachers do not always ensure that pupils respond to their suggestions; and, identified weaknesses are rarely referred to in the teachers' subsequent marking. Pupils know and understand their targets for literacy and numeracy. Many targets are specific and precise, although a few are too general to be of much value.

Useful work is being done to improve pupils' handwriting and presentation. Pupils now have to prove the quality of their handwriting before they are given a 'pen passport' by the headteacher, enabling them to write in pen rather than pencil. Some valuable recent work has also been done to improve provision for pupils with special educational needs. Teaching assistants who work with them are now being given clearer guidance about their role in each lesson, helping them to provide more precisely-targeted support.

Progress since the last section 5 inspection on the areas for improvement:

- improve the quality of teaching, especially in Years 3, 4 and 5 – satisfactory.

### **Behaviour and safety of pupils**

Useful work is being undertaken to ensure that clear procedures for behaviour management are established and implemented consistently. Pupils recognise the resulting improvements. They say that pupils generally behave well, but also that there is some minor misbehaviour, particularly outside of lessons and at lunchtime. The behaviour seen during the inspection was always at least satisfactory and often good.

Pupils' attendance levels are currently below average. They dipped slightly this year, largely due to the poor attendance of a small minority of pupils. A range of strategies is in place to tackle this issue, although it is too early to evaluate their impact.

Progress since the last section 5 inspection on the areas for improvement:

- ensure that pupils are confident that behaviour is dealt with consistently and fairly by all staff – satisfactory.

### **The quality of leadership in and management of the school**

The headteacher has set high standards and expectations for the school and is ambitious for its improvement. Her focus has rightly been on eliminating inadequate teaching. Lessons are monitored carefully and teachers are provided with clear and useful advice and support to help them to improve their practice. Other aspects of the school's work are also monitored to identify aspects in need of further development. The headteacher has a clear and realistic understanding of the school's effectiveness and the strengths and weaknesses in teaching.

The school's systems for processing and analysing data about pupils' achievement are a strength. They clearly identify the progress being made by different classes. The data are also analysed to show the progress of different groups of pupils in each class. This information is used to identify potential support for pupils and to hold teachers to account for pupils' progress. The way in which the system is used to analyse the progress of different groups of pupils across the whole school is developing.

Useful work has been done to strengthen the effectiveness of the governing body. Governors with an educational background have been recruited by the local authority and are providing additional support and training for others. The governing body is providing useful challenge to the headteacher.

Progress since the last section 5 inspection on the areas for improvement:

- improve the effectiveness of leaders and managers by ensuring that leaders and the governing body monitor pupils' performance and the quality of teaching rigorously – satisfactory.

### **External support**

The local authority's statement of action and plan for the school were judged to fulfil requirements when they were evaluated by one of Her Majesty's Inspectors in April.

The school's improvement is being monitored and supported by local authority officers and by inspectors from a neighbouring authority who have been commissioned to undertake this work. The resulting reports of their visits provide a useful diagnostic analysis of strengths and weaknesses in teaching. However, there is not always a sufficiently clear distinction between support for the school and monitoring of its improvement. Reports also do not focus sharply enough on the progress that the school is making against the specific areas for improvement identified in the section 5 inspection report.



# Medina House School

School Lane, Newport, Isle of Wight, PO30 2HS

**Inspection dates** 26–27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Inadequate</b>	<b>4</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because**

- Pupils do not always achieve as much as they could as the focus of some learning activities is not specific enough.
- The quality of teaching requires improvement as it does not yet secure consistently strong progress.
- Despite the rapid improvements the school has secured there is still much to do to improve outcomes and fully embed the changes.
- Progress in reading has improved but has been slower for writing and is not yet consistently good.
- Progress information and tracking of learning are developing very quickly and effectively, but information is not used sufficiently to inform planning.

**The school has the following strengths**

- The very strong leadership and management of the headteacher, senior management team and governors have secured rapid improvements in teaching and achievement of pupils.
- The level of care and commitment of staff ensures that pupils enjoy school and behaviour and safety are good.
- The leadership and management of teaching has brought about significant improvements in the quality of teaching.
- Teachers and teaching assistants work very well together to contribute coherently in the classroom to pupils' learning.
- School staff work well together and the team, with external partners, ensure pupils settle quickly into the school and can engage in learning quickly.
- The pupils' personal and social development are very strong.
- There are clear roles and responsibilities in the school and accountability.

## Information about this inspection

- All classes were observed by the inspectors. Nine lessons and a whole school assembly were seen and some joint observations were undertaken with the headteacher as well as a learning walk through the school.
- Meetings were held with pupils, the headteacher, senior staff, teachers, other adults, middle leaders, the Chair of the Interim Executive Board, and a representative from the local authority.
- Inspectors looked at a wide range of documents including policy documents, safeguarding arrangements and development plans, the school's pupil tracking data were scrutinised and monitoring reports considered.
- The views of parents were considered through individual letters to the inspectors, the six responses to the online survey (Parent View) and the scrutiny of the school's own parental questionnaire.
- Staff views were considered through the responses to the 20 questionnaires completed at the time of the inspection and through meeting a large group of teaching and support staff.

## Inspection team

Paul Scott, Lead inspector

Her Majesty's Inspector

Elizabeth Bull

Additional inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- Medina House School caters for pupils mainly with severe (SLD), profound (PMLD) or complex learning difficulties. Around half are diagnosed with autistic spectrum disorders (ASD) or have further associated needs. There is a significant number with emotional, social and behavioural difficulties.
- All pupils have a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- A new headteacher joined the school in September 2011 and there has been significant restructuring to the leadership of the school. A new deputy headteacher joined in April 2012
- The school governance arrangements are conducted through an interim executive board, with plans to move to a new governing body by September 2013.
- The school has its own provision for children at the Early Years Foundation Stage.
- The school provides outreach support for other mainstream schools in the area.

### What does the school need to do to improve further?

- Develop consistently good teaching to maximise progress for all pupils by:
  - planning more individualised learning that builds on prior experience and understanding and considers in more detail the milestones to meeting challenging targets
  - enhancing through greater consistency the use of signing and other communication systems
  - assessing learning throughout lessons and adapting learning activities for each pupil.
- Ensure that leaders with newly defined roles and responsibilities are contributing significantly to accelerating pupils' progress and improving the quality of teaching.

## Inspection judgements

### The achievement of pupils

requires improvement

- Pupils join the school in all year groups. Attainment on entry to the school is below what would be expected for their age due to the range of learning difficulties pupils have. Progress is variable throughout the school and requires improvement. At times, pupils make good and outstanding progress, but this is not yet consistent enough. There are, however, no significant differences in achievement between groups of pupils in the school.
- The school now has much-improved tracking of pupils' learning and is able to assess with increasing accuracy the progress pupils are making. There is a positive trend of improvement and a continued determination to increase progress for all groups within the school.
- The school has a clear understanding of the improvements made particularly in reading and the impact of targeted interventions. Progress in writing is not as strong and the school is aware of the need to focus on this area further.
- The personal development and how pupils have increased their mobility, independence and social skills are strong, but this is not always evidenced clearly to show the impact the school is having in these areas. The school has worked hard to increase understanding of all staff in this area, for example looking into the positioning of individuals with partner professionals to ensure pupils are more able to access learning and reduce the risk of physical issues later in life. This increased understanding is not yet fully embedded but there are some excellent examples of its impact so far.
- There has been an increase in the use of signing that is enabling pupils to communicate more effectively and engage more readily socially and in learning. This is improving the confidence of pupils and the enjoyment they have in school. The improvements are clear, but it is not always consistently used in the school particularly when time is short. During the assembly there was extensive use and support for signing that enabled greater participation in the collective experience.

### The quality of teaching

requires improvement

- The quality of teaching is developing quickly and improvements are having a direct impact on better outcomes for all pupils. Teachers and other adults work together well and at its best this partnership in the classroom is very effective in supporting pupils' progress and in anticipating issues, ensuring challenge and maintaining pace through lessons. During one lesson observed pupils' learning was promoted well through the seamless flow from one activity to the next, ensuring individual support was given as well as promoting independence.
- There is an increased rigour that is now evident in checking pupils' progress and moderation. Teachers are planning lessons more effectively with a greater understanding of how progress and tracking information can be used, but there is not yet sufficient detail in plans to promote consistently good or outstanding progress for individuals.
- The monitoring of teaching and learning is very effective and teachers have a clear understanding of how they can improve further and the strengths they bring to the classroom. The positive relationships and passion are clear, as well as an increasingly wide range of knowledge about different issues that impacts on learning.
- There is a very open and positive approach to improving the quality of teaching and all staff appreciate the range of opportunities they have to engage in training and are making increasingly effective use of this in the classroom. The improvements in assessment are testament to this. There is, however, no feeling of complacency and a great passion for improvement pervades the school.
- When signing is used effectively in classrooms this helps to build confidence as well as promoting inclusion. However, approaches are not consistent enough when using signing or other symbol communication systems.
- Teachers and other adults manage behaviour extremely well and, because they have such a thorough understanding of individuals' difficulties, they are aware of triggers and motivators and

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so can ensure that there is very little time lost because of behavioural issues.

- At times teaching does not always challenge pupils sufficiently and so opportunities are missed to build on the positive attitudes of pupils and so progress slows.

### **The behaviour and safety of pupils** are good

- The school has worked effectively to ensure systems for safeguarding are in place. Appropriate policies support a safe learning environment and these arrangements have improved significantly. Governors are active in looking at the most effective ways of reviewing practice further and there is a high level of awareness of safety in the school. Governors are aware of areas where they can refine procedures and practice further.
- Training in child protection issues, moving pupils and positive handling techniques have contributed to increased staff awareness and deeper understanding of safety across the school and so impacts positively on the welfare of pupils.
- Pupils' behaviour is good and supports learning. Pupils settle well into school and have explained how the school staff look after them and make them feel welcome and safe. This enables them to enjoy lessons and they appreciate the care they receive.
- Pupils are considerate and supportive of each other. This was evident when meeting the school council group who were extremely patient in ensuring all pupils could contribute in their own way.
- Pupils with challenging behaviours rarely interrupt the learning of others and encouragement to participate in learning activities is usually effective.
- There is little bullying and some pupils explained that they can talk through problems and concerns with adults in the school.
- Pupils engage with the school assemblies and, as well as celebrating success, these foster a positive inclusive spiritual, moral and social understanding and collective responsibility for each other.

### **The leadership and management** are good

- The headteacher has developed in a short period of time a clear and coherent strategy for improvement alongside the governors and with the good support of the local authority. Her strong leadership has ensured that staff morale is high and a strong team spirit is evident within this rapidly improving school.
- The inspection evidence supports the view of one parent who summed up the impact of the headteacher in a response to the school survey, who said, 'The new headteacher has brought a fresh, rejuvenated approach to everything. We love her style and energy for the school, children and parents. She also seems to be tightening up on procedures and improving lots of things.'
- Some leaders with new or redefined roles are not yet able to evidence their impact on pupil outcomes.
- The clear focus on improving the quality of teaching has been successful and this has had a direct impact on the improving progress of pupils. The headteacher has raised expectations throughout and implemented an appropriate range of training opportunities across the school to empower staff. Her hands-on and pragmatic approach has helped to ensure staff are able to make the most of development opportunities.
- Monitoring of the quality of teaching has established a clear picture of strengths and areas for development. The most senior leaders understand the priorities and have been effective in developing planning and assessment. They recognise the need for further improvement, but are rightly pleased with the secure progress made so far.
- Partnerships with other professionals are strong and they are used effectively to develop best practice in the school and support learning. For example, the impact of physiotherapy and speech and language therapy has improved because teachers and other adults have a greater understanding of the underlying principles behind the therapy.
- The school promotes spiritual, moral, social and cultural development well within lessons, but

recognises the need to develop further the curriculum in order to meet the needs more effectively of all learners. The school is highly inclusive and promotes equality of opportunity very well through social development, and increasingly so with academic achievement.

- The school provides a range of outreach support for mainstream settings and this is appreciated and valued by the partner schools and the local authority.

■ **The governance of the school :**

- The interim executive board has been effective in focusing efforts on a journey of rapid improvement to ensure pupils get a better deal from the school.
- Has established, with the headteacher, clear responsibilities and a more effective leadership structure for moving the school forward.
- Has the experience and understanding to monitor the school's progress, as well as support and challenge leaders.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

Unique reference number	118228
Local authority	Isle of Wight
Inspection number	385863

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	Interim executive board
Chair	Mr Matt Atkins
Headteacher	Ms Julie Stewart
Date of previous school inspection	16–17 June 2011
Telephone number	01983522917
Fax number	01983526355
Email address	admin@medinahouse.iow.sch.uk



# Shanklin CofE Primary School

## Inspection report

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<b>Unique reference number</b>	118189
<b>Local authority</b>	Isle Of Wight
<b>Inspection number</b>	379560
<b>Inspection dates</b>	2–3 July 2012
<b>Lead inspector</b>	Andrew Saunders

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Priest
<b>Headteacher</b>	Sara Hodgson
<b>Date of previous school inspection</b>	26–27 March 2009
<b>School address</b>	Albert Road Shanklin Isle of Wight PO37 7LY
<b>Telephone number</b>	01983 862444
<b>Fax number</b>	01983 868810
<b>Email address</b>	admin.shanklincepri@tiscali.co.uk

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	2–3 July 2012
<b>Inspection number</b>	379560

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>4</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- This school is inadequate because pupils fail to make sufficient progress, especially in writing. Too much teaching remains inadequate, and the unacceptable behaviour of a few pupils disrupts learning.
- Since the last inspection, attainment has declined and senior leaders have failed to address the areas for improvement identified at that time. The achievement of pupils is inadequate because progress is too slow across year groups. This has led to pupils' attainment being below average by the end of Year 6.
- Teaching is inadequate. Too often lessons lack a clear focus on what pupils are to learn, and there is too much emphasis on 'getting tasks done' without consideration of whether pupils have moved forward in their learning. While recent initiatives mean there is some good teaching and the proportion of inadequate teaching has reduced, these improvements are fragile. Teaching about the links between sounds and letters (phonics) is systematic but, in lessons observed by inspectors, work set for pupils was often too hard or too easy.
- Behaviour is inadequate and the very challenging behaviour of a few pupils disrupts the learning of others on a daily basis. While most pupils behave well most of the time, this relies too heavily on the support and reminders from adults and too many pupils lack self-control. Pupils' attendance is low and below the national average for primary schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

- Leadership is inadequate. Since taking up post, the acting headteacher has developed systems to collect and analyse the data about the performance of pupils, and has identified and challenged some inadequate teaching, with support from outside agencies. However, leadership is not widely shared and leaders have not demonstrated that the school can improve without support.

### **What does the school need to do to improve further?**

- Increase the rate of pupils' progress and raise attainment, particularly in writing by:
  - improving the teaching of phonics across the school
  - raising the expectations of, and aspirations, for all groups of pupils
  - increasing pupils' determination to succeed and their ability to produce high quality work independently.
- Eliminate all inadequate teaching and increase the proportion that is good by:
  - ensuring work takes full account of the different abilities and previous attainment of pupils
  - starting every lesson with a clear focus on what pupils will be learning, which is revisited during the lesson
  - ensuring that pupils' responses to comments in their books and to verbal feedback are timely.
- Work closely with other agencies and parents and carers to improve the behaviour of the few pupils who disrupt learning, increase pupils' capacity to manage their own behaviour and improve attendance rates for all pupils.
- As a matter of urgency improve the quality of leadership and management by ensuring that leaders and managers at all levels:
  - are consistent in driving their expectations of high-quality teaching by robustly monitoring its impact on pupils' learning and holding staff to account for pupils' progress
  - have good working arrangements with partner agencies to ensure that the most vulnerable pupils have timely access to appropriate support.